

"Out of the Box and Into a New Framework"

Fall 2007

Introduction by Dawn Hanzel Adult Literacy Director, Collaborative Center for Literacy Development



It's been a little over a year since I have returned to adult education. I have enjoyed meeting a lot of new educators and have been reintroduced to those that have been around for many years. I have been impressed with the enthusiasm and dedication of educators as you continue to strive to enhance the quality of life for Kentuckians.

As KYAE moves into the new framework, the Professional Development Partner's goal is to discover your needs as educators to advance student achievement. We will be continuing to conduct needs assessments in order to identify the best methods for delivering the highest quality PD to all our educators. We hope that *PDConnection* will continue to be a resource to assist educators in identifying tools and strategies that will assist you in advancing student achievement.

In this issue, we are continuing our theme of "Out of the Box" with unique ideas to support the new framework of teacher quality and student achievement. We are featuring articles on project-based learning, math ideas from educators, games for the classroom, reading techniques and much more. I hope that you will be able to directly apply much of what is inside. Always remember, you may contact us any time with ideas for training, professional development, tools and resources.

Making Learning Fun!

By Taunya Carpenter, Instructor, Little Sandy Correctional Complex

At Little Sandy Correctional Complex (LSCC) in Elliott County, we instruct students in classroom settings. The students are divided into Literacy, Pre-GED and GED levels. We adhere to an eight-week syllabus for each core curricula and update the syllabi as needed. As is the case in all adult education centers, we have some students who are in class for short periods of time, and many others who need more long-term instruction.

Our key mission is to provide positive change in the lives of inmates through quality education. Quality education requires creativity and openness to new approaches and techniques. Although it would be simplest to rely solely on the same rote lessons each eight-week rotation, we strive to bring in new and interesting lessons to enhance learning and to better reach our long-term students.

In an attempt to make learning interesting, we have invested in a Classroom Jeopardy! Game. The game is based on the game show Jeopardy!, but it is designed especially for classrooms. The game comes with pre-programmed cartridges that cover various subjects;

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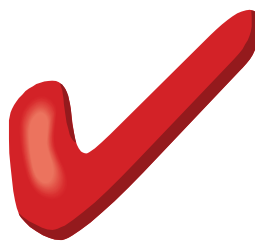
PD Partners

- Kentucky Adult Education (KYAE)
- Adult Education Academy for Professional Development
- Collaborative Center for Literacy Development (CCLD)
- Kentucky Institute for Family Literacy

Making Learning Fun! (cont.)

however, there are also blank cartridges that we program with categories and responses from our own GED curriculum. The game is hooked to an LCD projector, and the game board is displayed on a projection screen. Six students can play at a time, and they each have their own remote. Players have time limits for answering and points are added and deducted just like the TV version of the game. And yes, there are even Daily Doubles and a Final Jeopardy! To add excitement, we had classroom competitions with winners competing in a Jeopardy! "Super Bowl." Of course, given the different levels of our students, we had to carefully arrange categories and come up with rules that would make the game fair.

Classroom Jeopardy! has been a fun and creative way to enhance learning at LSCC.



Out

THIS SITE FOR
GAMES AND TOOLS TO TEACH
MATH

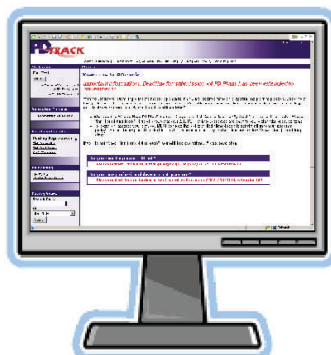
http://mathforum.org/library/topics/arithmetic/?keyid=24433790&start_at=101&num_to_see=50



Check your PD History!

Now that we're well into the 2007-08 year and PD plans have been submitted, it's time to check your PD History.

After logging into [PDtrack](#), click on the PD History tab at the very top of the page and review the information for accuracy. If incorrect, please contact Toni Quire at toni.quire@ky.gov.



SDAs for Experienced Teachers: Past Consumers to Producers

By Keith Gilbertson, Instructor, Rockcastle County

Create, develop, apply and publish are words in the PDtrack catalog that appeal to my need to go beyond being merely a consumer to becoming an active producer. As an instructor in an adult education program for the last 16 years, I have fulfilled many required PDUs by simply attending and completing. I have gone to four or five sessions each year at various conferences and taken a college class or two along the way. Quality instructors have shown me in-depth research, effective teaching practices and even a few math tricks.

Now it is my turn to **do something** by adding to the base of knowledge and sharing some of the instructional methods that have worked for me. This year I wrote my PD plan to include all Self-directed Activities (SDAs). Two units will come from simple attendance but the other required units will all be completed as a producer. KYAE's PD system gives instructors the opportunity to explore areas on our own and share them with students.

My chosen area to focus on is computer-based classes with a concentration on writing and reading. This past September at each of the three regional conferences, I was given the opportunity to present some of the programs I have developed over the past three years. This entitled me to at least three PDUs.

The goal of my variety of computer classes has been to encourage students to become better writers as they share their compositions over the World Wide Web. In order to accomplish this we created a variety of blogs www.kywriting07.blogspot.com and computer-based writing assignments including www.realebooks.com. This fulfills an SDA labeled, Develop Content for Online Course. It also fits into a category of Apply Instructional Technology. These two SDAs together put me past eight PDUs.

This year I am developing individual computer lessons using the *Camtasia* program. This is the SDA category of Create Instructional Materials. This should fulfill my PD requirements and be intellectually fulfilling at the same time.

When a teacher creates and develops, their own lessons, there will be a great deal of work involved. It is more time consuming than reaching to pull textbooks off the shelf or a series of worksheets out of the cabinet. These sources have often been produced by people who don't know our students. It is much more fulfilling to develop my own lessons because it keeps my creative juices flowing. It is up to me and my students to make the material up-to-date and interesting.

Of course textbooks are useful but don't you look at them sometimes and feel you could make some needed improvements? This is when SDAs can be beneficial to students and teachers alike.

Check out the Web sites or contact me at keithalc06@yahoo.com. I will be glad to share ideas and answer questions.



GED PREPARATION RESOURCES

THE FOLLOWING ARE LINKS AND TOOLS TO PREPARE YOUR STUDENTS FOR THE GED TESTS.

<http://www.umbc.edu/alrc/GED/Text/GEDres.html>

From the Maryland Adult Literacy Resource center, this site offers a multitude of free lesson plans, study and test taking skill strategies.

<http://www.floridatechnet.org/GED/LessonPlans/LanguageArtsWriting/Writing.htm>

This site from Florida Tech's GED lesson plan bank offers a myriad of lesson plans that you can pick up and use. Check out the one on combining the teaching of spelling and writing!

http://www.cait.org/ciaesc/prof_dev/workshops.jsp

Central Illinois Adult Education Service Center

Math Curriculum Recommendations

June Vander Molen – Calloway County

1. **Number Power 2 – Fractions, Decimals, and Percents** ISBN 0-8092-2377-5

I appreciate the large number of problems which allows for repeated practice as needed by an individual student. Plus, there is enough “white space” on a page not to completely overwhelm a student.

2. **Number Power 4 – Geometry** ISBN 0-8092-2382-1

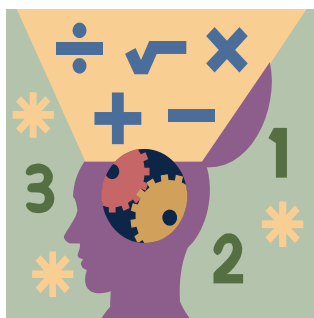
I think it is great for the angles and triangles. It is usable for area of plane figures and volume though some shapes have a limited number of problems. I do not use the perimeter section of the book due to the many measurement conversions in the problems.

3. **Working with Numbers – Algebra** ISBN 0-7398-3543-2 (**Answer Key** ISBN 0-7398-4411-3)

Unit 1 – Expressions and Formulas

Unit 2 – Integers and Monomials (mainly use the integers)

Unit 3 – Solving Equations (mainly one-step and simple two-step)



4. **Number Sense:**

a. **Whole Number Addition & Subtraction** ISBN 0-8092-4234-6

b. **Whole Number Multiplication & Division** ISBN 0-8092-4233-8

c. **Decimal Addition & Subtraction** ISBN 0-8092-4230-3

d. **Decimal Multiplication & Division** ISBN 0-8092-4228-1

Great for low-level ABE students as the books break down processes into tiny steps.

5. **Top 50 Math Skills for GED Success** ISBN 0-07-297383-8

I use this for students who have gone through classes and struggle with recall. The pre-test can help identify problem areas. Then, I can use lessons from this book or other books to work further on those skills.

Cindy Maggard – Carter County

1. **Number Power 1** ISBN: 9780809223800, **Number Power 3** ISBN: 9780809257140 and **Number Power 8** (ISBN: 978-0809223848) (Data, Statistics and Probability)

The Number Power series explains concepts very succinctly, provides plenty of practice and has pre and post-tests to gauge a student's skill attainment.

2. **Myrna Manley's Math Problem Solver** ISBN: 0-0725-2755-2

Since Manley was instrumental in writing the math portion of the "new" test, this is an excellent resource for those whose skills are essentially in place, but want more practice with "what the test is really like."

3. **www.math.com** Students who are self-motivated will find this Web site user friendly and loaded with many divisions of math skills."

Betsy Popple – Kenton County

1. Breakthrough to Math (series)

- a. Level 1: Basic Skills with Whole Numbers ISBN 978-0-88336-801-5
- b. Level 2: Fractions, Decimals and Percents ISBN 978-0-88336-802-2
- c. Level 3: Algebra ISBN 978-0-88336-803-9
- d. Level 4: Geometry ISBN 978-0-88336-804-6

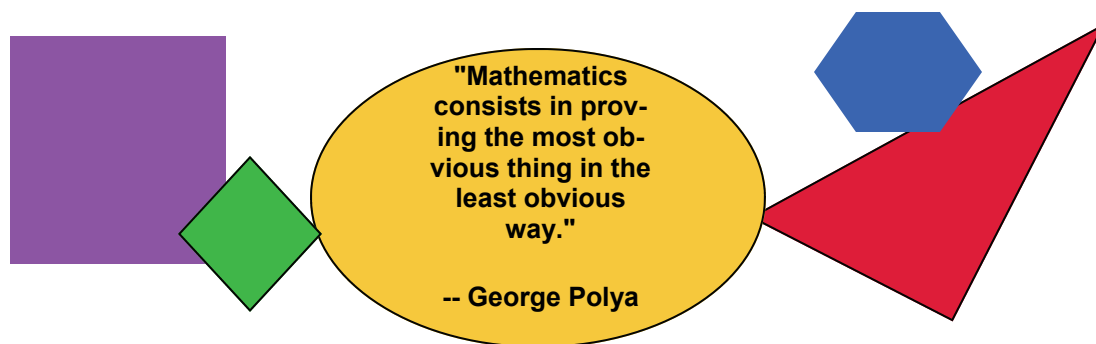
Each level consists of 3 – 6 student workbooks, each addressing a skill within the level's topic. There are also teacher guides, teacher's directory, placement inventory, student profile and check-ups available. I like that they are written on the third to fifth grade reading level. They are short books (most are less than 50 pages), so they don't seem so overwhelming. They can be purchased as sets or individually. See www.newreaderspress.com for more details.

2. GED Skill Book: Mathematics/Calculator Steck-Vaughn ISBN 0-7398-4668-X

This booklet directly corresponds to the Casio fx-260 calculator. It has a diagram of the calculator that explains the purpose of the keys. There are lessons that relate to GED math skills and each lesson starts with a keystroke by keystroke example of how to use the calculator to solve that type of problem. Guided practice supplies the answers immediately to check for comprehension. That is followed by practice both with and without word problems.

3. PLATO online curriculum

Students who want to work independently but need structure and immediate feedback like using PLATO. Passing the quizzes gives them confidence to move on to new lessons. I like that if they take the quiz before doing the lesson and don't pass it, they have to go through the tutorial to unlock the quiz to try it again; however, if they do pass it, they have mastered the lesson without having to spend the time on the tutorial. Younger students are comfortable working on a computer and often prefer it; older students gain some familiarity with using a computer.



READING STRATEGIES AND RESOURCES

Teaching Vocabulary

By Donna Elder, Reading Specialist, National Center for Family Literacy

Research has found that explicit vocabulary instruction and access to written and spoken vocabulary supports development of strong reading skills for students of all ages. Vocabulary instruction helps students to expand the number of words they know. It also assists them in developing more knowledge and understanding of the words they already know. An expansive vocabulary gives students confidence to interact with others as well as opens doors for them to explore new learning opportunities.

Building vocabulary begins with effective vocabulary instruction. Vocabulary instruction can be *direct* or *indirect*.

- *Direct* - teaching words and word learning strategies
- *Indirect* - students learning new words through their own reading and environment

Vocabulary instruction should provide a variety of opportunities for students to be exposed to and use new vocabulary words.

Ten Effective Strategies for Teaching Vocabulary:

1. Select unfamiliar words from the text students will be reading and teach their meaning.
2. Teach word-learning strategies like prefixes, suffixes and using context clues.
3. Act out, sing, draw or demonstrate word meanings so students can use their senses to help remember new words.
4. Find ways to use new words or new meanings of words in daily class instruction and student conversations.
5. Plan vocabulary activities that challenge students to find ways to use new words.
6. Use the dictionary to teach vocabulary. Keep a variety of dictionaries available in the classroom.
7. Teach students how to use dictionaries.
8. Encourage students to keep a personal word dictionary.
9. Build on what students know and encourage them to guess and hypothesis about new words.
10. Have fun with words.

Microsoft Reader:

<http://www.microsoft.com/reader/default.mspx>

Use this site to download a tool that will allow you to download e-books. Students can read books on the PC and highlight text, or have the books read to them, and much more.

At the top left of your screen, under *Downloads/Software*, CLICK on *Reader for desktop and laptop PC*

Be sure to read *Important Download Instructions* at the bottom of the page. This is a free download.

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This site is really awesome. You can find over 500,000 free e-books here. Scroll to the bottom of the page and choose to "browse by author" or "browse by subject." This will send you to another page. In choosing a title to download, click the ebook link found under its title description. Note that the voice sounds somewhat robotic—but worth it.

Submitted by Mary Wells, Instructor, Clark/Winchester Literacy Council

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Think Aloud Strategy

By Dawn Hanzel, Adult Literacy Director, Collaborative Center for Literacy Development

The Think Aloud strategy is a great way for instructors to model the thinking process that students should engage in while reading. Through this process, the instructor slows down the reading process for students so that they can see and experience how good readers construct meaning from text. We must take what we know and do *implicitly* and make it *explicit* for students in order to engage them in the reading process.

Good readers do the following:

✓ Activate prior knowledge

Ask: What do I already know about this topic?

✓ Set a purpose/reason/goal for reading

Ask: What is my purpose for reading this article?

✓ Decode text into words and meanings

Ask: How do I pronounce this word? What does it mean?

✓ Make personal connections

Ask: How is this like or unlike something I know or have experienced?

✓ Make predictions

Ask: What do I think will happen next and why? Was I right or not, why?

✓ Visualize

Ask: What does this look like?

✓ Ask questions

Ask: What I am missing? What is the author trying to tell me?

✓ Monitor understanding and summarize

Ask: What are the main points? How can I restate?

✓ Apply learning

Ask: What does this article mean to me? How can I apply it to my own life?

What does it look like

Step 1: Begin with a short section of a text (one to two pages); the text should be challenging for most of the students and give you several opportunities to illustrate the various strategies.

Step 2: Depending on the students' skills and grade level, choose three to five strategies on which you want to focus from the list. (Activate Prior Knowledge, Make Predictions, Ask Questions, etc.) Tell students the *what*, *why* and *when* of these strategies: *what* the strategies are that you will be using, *why* each of these strategies help on this particular text, and have them keep track of *when* you use them as you read the text.

Step 3: Make sure you give students the purpose or goal for this reading or have them come up with it if that's appropriate for the particular reading.

Step 4: Read the text to students and model the chosen strategies as you read by stopping (sometimes even in the middle of sentences!) to articulate aloud what is going on inside your head as you read.

Step 5: Have students annotate the text by underlining/circling the cues that triggered the use of a particular strategy and discuss them after the read-aloud is complete.

Step 6: Have students brainstorm a list of other texts and circumstances where they might be able to use each of the strategies. Have the students connect these strategies to real life applications. (e.g. How do we judge the tone of a school when we walk into it, and what clues might a writer use to create a chosen tone in his/her description of that school?)

Step 7: Consistently reinforce the use of these strategies as you continue reading this text and as you introduce new texts to your students.

Adapted from: [New York Department of Education](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20Strategies/reading%20strategies%20Strategies/)

How could I use, adapt or differentiate it?

- Teacher does think-aloud; students listen.
- Teacher does think-aloud; students help out.
- Students do think-alouds as large group; teacher and other students monitor and help.
- Students do think-alouds in small group; teacher and other students monitor and help.
- Individual student does think-aloud in forum; other students help.
- Students do think-alouds individually; compare with others. (Write a commentary)
- Teacher or students do think-alouds orally, in writing, on an overhead, with Post-it notes or in a journal.

Hello Newspapers!

By Connie Spencer-Ackerman, Director, Adult Education Academy for Professional Development

Although a long-held tenet of adult education is that adults prefer to read and learn from material that has relevance to their lives, how often do we educators put that principle into practice? If you want to engage your students with interesting information, current events, colorful charts and graphs, and political cartoons, consider using the newspaper as your primary text.

Kentucky's adult education instructors and students are fortunate to be beneficiaries of a partnership with the Lexington *Herald-Leader* and the Newspaper in Education (NIE) program to make teacher training and digital copies of the newspaper available for classroom instruction. The partnership also supports publication of bilingual information about basic life skills, such as in finance, consumerism, communication, health, nutrition and education, which can be downloaded from the *Herald-Leader's* NIE Web site at http://www.nieconnects.com/life_skills.html.

Each local program has been given a user name and password to share with teachers and students. The program that uses the e-edition most frequently each month can win a \$50 gift card to a store of its choice. For more information or to get your user name and password, contact Kriss Johnson at kjohnson1@herald-leader.com.



USA Today is another newspaper option. Each time I stay in a hotel that distributes *USA Today*, I think that if I were still teaching I could plan all my instruction using that as my text. For those of you who do not already use newspapers, explore the online education site at <http://www.usatoday.com/educate/home.htm>. There you will find lessons and resources for teaching English to speakers of other languages, career education, reading and composition, health, science, social studies and critical thinking. (Don't those subjects sound very familiar?) The Web site provides a daily teaching guide that corresponds to the day's edition. Rates range from \$.35 to \$.45 per copy, depending on the number ordered. However, perhaps you can approach a hotel in your area that distributes *USA Today* to its guests and ask for surplus copies for your classroom.

If you already use the Lexington *Herald-Leader* or *USA Today* in your program, I would like to hear about your experience so I could share it with others.

More about Newspapers in Education

By Kriss Johnson, Lexington *Herald Leader*

Adult education teachers and students are having fun learning with the *Herald-Leader* both online and with the paper copies. "It's so easy to use. We've been using the eEDITION to read the fall serial story with students every week," says Phyllis Thornbury, Bracken County. Other random comments: "We love listening to the podcast you offer while we're reading the Woody serial story." "My students and I have fun with the Sports section." "My students take the paper copy home. They tell me it's helping with their English." "My students remember more when we do activities with the newspaper."

Tuesdays is the best day for the paper *Herald-Leader* as it occasionally features unique education supplements. If it's in the paper copy of the *Herald-Leader*, you can also find it online with the eEDITION. And you can go back to previous issues to find any supplements you may have missed.

This fall we've provided new themes and new activities to try. KYAE offered "Skill Builders" in the Sept. 18th *Herald-Leader*, and this supplement was sought after by a multitude of teachers. Other topics for the Tuesday supplements this fall included School Safety (Nov. 6,) Coal (Oct. 23), Electricity (Nov. 12), and the monthly GEAR UP Gazettes. (See copies at <http://www.nieconnects.com>)

Some programs are using both the paper copies and the eEDITION so they can send the paper copy home with students. Some teachers ask the student to do family activities with the newspaper at home. Others just like having the paper copy available to read, circle, tear, and cut articles.

In the second semester you'll want to sign up for our annual "HOOPS." If your students like basketball don't miss "HOOPS," an easy way to teach geography, language arts, science and social studies. Each packet will include a map of the United States and activities to use with the *Herald-Leader* based on the NCAA basketball teams. This very popular program for NIE teachers and their students is free if you ask for it.

Online we are going to add a teaching guide to "eEDITION." Check out <http://www.nieconnects.com> for more activities and more information.

"Math Rules," which will come out around Tuesday, January 15, is a great way to brush up on math.

"Earth Patrol," which will appear Tuesday, March 4, is an engaging science text.

The Benefits of Project-Based Learning

By Gayle Box, Curriculum and Instruction Associate, KYAE

Do adults learn differently? Research says so; common sense tells us so. Adults have a volume of life experience from which much can be learned. *Picture a group of adult education students charting weather trends, compiling a cookbook, or collecting and writing family stories and sayings. Consider the surge in self-esteem for a group of students who create a handbook for new students or write and produce a video about the challenges and rewards of returning to school. Think of the skills students would gain from designing a room to scale or developing a PowerPoint presentation about their research and discussing it with an audience.* These are examples of project-based learning, a method where teachers and students work together to find ways to make learning meaningful and relevant.

According to author Heide Spruck Wrigley, "in its simplest form, project-based learning involves a group of learners taking on an issue close to their hearts, developing a response, and presenting the results to a wider audience." The benefits of this approach are many. Students gain confidence in their use of technology as they conduct research via the Internet; they develop the skills to make decisions and solve problems as they work within a group; they gain knowledge and practice needed in the job search process as a result of their presentations. Ideas for this type of learning often originate from class discussions or life events which students choose to share.

"Project-based learning might even provide enough motivation to help students reach their goals."

For project-based learning to be successful, however, certain elements must be present within the classroom environment. A sense of community and trust among students is essential as they work together. They must realize a shared purpose toward a mutual goal and commit to its completion. Also, the role of the instructor is vital to the success of the project. Wrigley points out that it is up to the instructor to recognize "the teachable moment, that point in a discussion when students become excited about a topic, and start asking questions such as 'why is x happening and what can we do about it?'" Instructors will then need to guide students to activities which integrate as much core content as is possible in relation to the project. One teacher elaborates, "Once the product is identified, we create a list of steps to make it happen and order them. Students need to see these steps so they can choose the areas where they fit and then they can take off. This scaffolding then becomes the basis of future lessons and culminates in a final project." Project-based learning should never become an end in itself, and should take no more than one or two hours per week of time from other assignments. However, when used as part of a comprehensive curriculum, it promises to bring relevance and creativity to adult learning.

Project-based learning might even provide enough motivation to help students reach their goals. As Kitty Head, an instructor at Ahrens Learning Center in Jefferson County commented, "I love watching the student interaction; they hold each other accountable."

Adapted from Knowledge in Action: The Promise of Project-Based Learning by

Heide Spruck Wrigley (Complete article can be found in [Focus on Basics, Vol.2, Issue D, 1998](#))

"A writer only begins a book. A reader finishes it."

- Samuel Johnson

Have you heard of....

DAVE's ESL CAFÉ

<http://www.eslcafe.com/ideas/>

This site is jam packed with ideas, games, and activities for students and teachers of the ESL classroom.

Check out the "Change Game" under the Vocabulary link. It's lots of fun!

"A book is the most effective weapon against intolerance and ignorance."

- Lyndon Baines Johnson

DON'T MISS THESE EXCITING NEW OPPORTUNITIES!

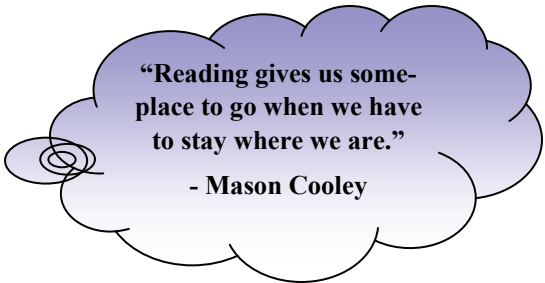
NEW TEACHERS INSTITUTE

In early 2008, Kentucky Adult Education will sponsor a New Teacher Institute through the Adult Education Academy for Professional Development at Morehead State University.

The institute will be held on January 17th and 18th in Elizabethtown, Kentucky, with a follow-up session scheduled for April 24th and 25th. Lodging and meals will be provided or reimbursed by the Adult Education Academy.

During the first two days, participants will:

- Be exposed to principles of adult learning
- Observe modeling of and practice proven instructional strategies
- Reflect on how strategies can be applied in their classrooms
- Experience a cooperative learning exercise
- Learn to plan for differentiated instruction and
- Explore noncommercial instructional materials



**"Reading gives us some-
place to go when we have
to stay where we are."**

- Mason Cooley

Instructors are Duane Lambert, adjunct professor and interim coordinator of Morehead State University's Master of Arts in Teaching Program, a former Kentucky Highly Skilled Educator, and experienced instructional coach; and Dr. Barbara Nielsen, adjunct professor at Bellarmine University, a former adult literacy supervisor, curriculum and instruction director, and experienced trainer of both adult and K-12 educators.

If enrollment does not reach capacity, the institute will be open to any instructor who wishes to build instructional skills.

We hope you will be interested in this wonderful professional development opportunity intended to help build your skills and knowledge as a teacher so that your students reach their educational goals. You may contact Connie Spencer-Ackerman at 606-783-9377 or at c.spencerack@moreheadstate.edu if you have questions.

THE WRITING INSTITUTE FOR KENTUCKY ADULT EDUCATORS

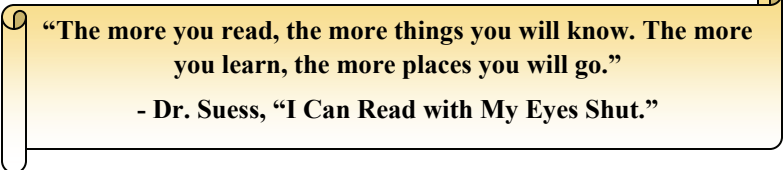
Modeled after the Kentucky Writing Project for K-12 teachers, the writing institute will focus on creative and innovative strategies for assisting beginning and struggling readers to move them toward writing skill advancement and GED essay writing. The institute will provide instructors with a toolbox of assessment and instructional strategies that can be applied in various settings with various types of students.

The institute will be lead by Dr. Lynne Smith, Professor at Northern Kentucky University and Director of the NKU Writing Project.

The institute will be held twice in 2008:

The first institute will be in Louisville on January 10th and 11th with follow-up days on February 28th and March 13th.

The second institute will be in Richmond on May 22nd and 23rd with follow-up days on June 6th and July 11th. Educators will earn five PDUs. Those that attend the second institute can count their PDUs towards next year's professional development requirements.



**"The more you read, the more things you will know. The more
you learn, the more places you will go."**

- Dr. Suess, "I Can Read with My Eyes Shut."